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ABSTRACT

This curriculum guide, consisting of a student's booklet and a teacher's guide, is designed to increase the student's self-esteem by helping him recognize and develop his own talents, his ability to understand and communicate with others, and his ability to make use of his own decisions. The objective is to prevent any future tendency to turn to drugs to achieve feelings of companionship or worth. The booklet is a private journal in which the student writes responses to such phrases as "these are my good points" or "sometimes adults really bug me because...." The teacher's guide contains instructions on how to use the booklets as well as descriptions of classroom activities to be used along with the booklets. The program is divided into four units with the following objectives: (1) help students develop a positive self-image; (2) develop the ability to relate to and communicate with others and accomplish meaningful friendships; (3) develop decision making ability and a sense of responsibility; and (4) pull together ideas expressed in the previous units. The total program, which is designed for use in sixth-grade classes, is intended to cover a period of several months. (RWP)

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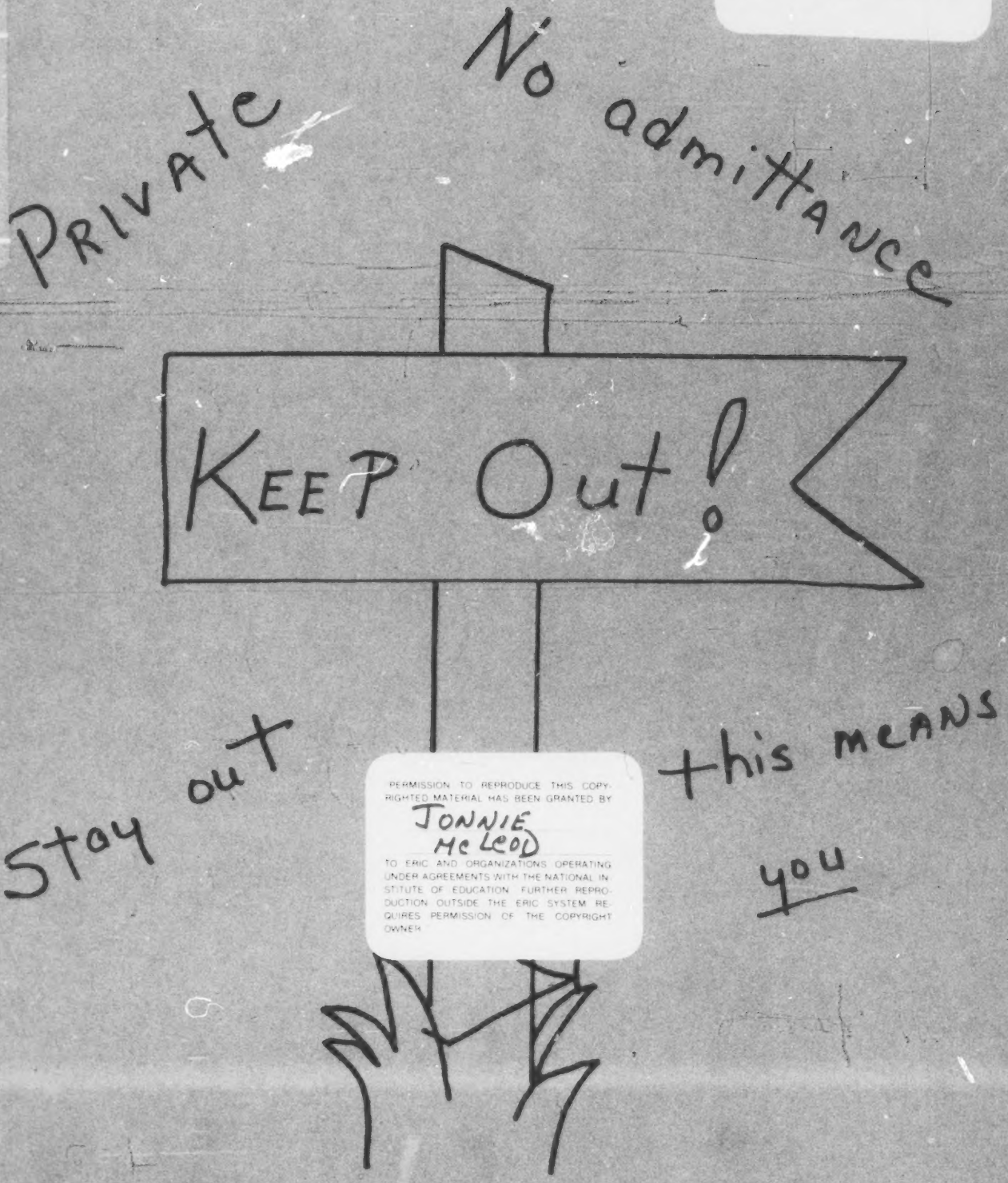

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TEACHER'S MANUAL

A COURSE IN HUMAN RELATIONS
FOR THE SIXTH GRADE
TO BE USED WITH
THE STUDENT'S BOOK
KEEP OUT!

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PREPARED FOR THE SIXTH GRADE TEACHERS

IN THE

CHARLOTTE-MECKLENBURG SCHOOL SYSTEM

BY THE

DRUG EDUCATION PROGRAM DEVELOPMENT COMMITTEE

OF THE

CHARLOTTE JUNIOR LEAGUE

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INTRODUCTION: A PERSONAL WORD TO SIXTH GRADE TEACHERS

Teachers, we love you! This booklet has been prepared with great respect and admiration for you. As all of us who worked on the preparation of this material either are, or have been, teachers we understand very well the tremendous demands on your time and emotions. Therefore, we have tried to be concise in presenting some ideas for you to use in your sixth grade classes. The material in this booklet and the corresponding student's handbook should be covered over a period of several months; some suggestions can be continued throughout the whole year. However, it can be condensed if necessary. It is our hope that you will use it in a way that will be relevant to your students and to your unique classroom situation - perhaps by integrating it into other areas of study in your normal curriculum. Situations may arise which will lend themselves to the teaching of one of the concepts presented here so please be flexible! Rearrange the order if it is more suitable.

In this material, the focus will be on the individual: his need for self-esteem and how he can develop a feeling of self worth by recognizing and developing his own talents; his ability to understand and communicate with others; and his ability to make his own decisions. We are concerned with the growing problem of drug use and abuse among young people. Studies all over the country have shown that there are many reasons for drug use, but essentially it boils down to this: continued use of a drug means that the drug is filling a need that is not being satisfied elsewhere. When a person is unable to cope with his problems, the escape provided by the drug meets the need of a temporary solution. How much better for a person to develop self-esteem and learn ways of coping with problems so that he won't need to escape!

Another need for which drugs seem to substitute is that of belonging - of love and communication with others. The drug culture seems to offer this. Drugs are something that you can, and often, "do" with a friend so a feeling of companionship arises. Often young people give as a reason for using drugs such as marijuana or alcohol, "I can communicate better. I seem to be smarter and to be able to put my thoughts into words more easily." Of course, the feeling of doing something with their peer group against the wishes of their parents contributes immeasurably to the feeling of companionship!

How much better to help these young people learn to love and empathize with and appreciate others; to like sharing constructive activities with and doing for them! Although a strong interest in people-oriented activities may not keep a person from experimenting with drugs, he may not be as likely to use them to fill the need of loneliness.

Therefore, because a person has to feel good about himself before he can relate in a meaningful way to others and before he can begin to cope with his problems, we need to help these young people build self-esteem. How can we do this? Abraham H. Maslow, in his book Toward a Psychology of Being, states that in order for a person to have a positive self-image, he first needs to feel loved and to feel that he "belongs". He needs affection, friendship and fellowship with others who appreciate him as a human being. You, as a teacher, are in a position to guide and help each of your students achieve a healthly attitude toward himself through your concern and understanding. But it must go farther than that. Each student needs experiences through which he can feel success. You can help him develop his own special talents and abilities by giving him praise for his efforts, big or small; by grading work in a positive way, stressing what is good; by discovering his interests - then encouraging them and finding help for him when needed; by pointing out to the class the skills and abilities of those members who usually don't "shine". All of this encouragement must be sincere because young people are quick to see through insincerity. But they instinctively know when someone really cares for them. This caring can make them see themselves as worthwhile individuals. It can help to show the students there is much that is admirable about each of them.

As we all know, peer pressure is a great force in these middle years. Many of the activities in this material are based on this realization. The student is encouraged to develop his self-esteem to the point where he likes himself enough and is strong enough to withstand the temptation to do something he knows is wrong; yet much emphasis is placed on really getting to know others and enjoying their company.

Finally, there is one last thing that needs to be emphasized: you need to get across to your students there are some things in life that are hard but they just have to be faced. Studying is sometimes hard, working on menial jobs is hard, making decisions that are different from those of friends is hard, disciplining themselves to do anything they don't like to do is hard. But it is necessary to learn to do this, and tremendous satisfaction can come from accomplishing difficult tasks and making difficult decisions. A teacher can help by praising his students, but more important, by pointing out to them that the praise of others is not the most important end result. Their own feeling of pride and achievement is what counts.

By this time we know you are saying to yourselves, "I'm already doing so much... I'm giving every ounce of myself already but sometimes it's hard to find time for developing programs other than the three R's or to get to know each child as well as I would like to!" We know. That is why we hope this material may help to ease your load and provide fresh insight in the important area of human relations. Please let us know how your class reacts to it, and more important, what ideas you have which might make the program better. This booklet can be revised for future years. Write to us in care of:

The Charlotte Drug Education Center
1416 East Morehead Street
Charlotte, North Carolina

We hope your students will have a deeper appreciation of themselves and each other after this course. Good luck!

SPECIFIC HELPS:

In many instances the class may be divided into several small groups for discussion purposes. One student in each group should report on his group's ideas and the class can discuss them as a whole. The technique of small discussion groups can be used at any time when group discussions are required if it works well in your class.

Give all the students time to air their views freely. Help them relate the teaching situations to their own lives.

One of the most effective ways to help students is a program in which one student helps another. Perhaps you could set up situations in which a "swap" is effected. "A" is good in math so he helps "B" who is not. "B", in return, helps "A" to learn to pass a football. The effects, hopefully, would be threefold: Each student would learn a new skill, each would see that it is his responsibility to help others, and that it can be enjoyable to do so.

Be creative! Keep in mind that using a variety of techniques can keep your class from being bored!

UNIT ONE: UNDERSTANDING OF SELF

OBJECTIVE: To help students develop a positive self image.

To help student to be glad and proud to be himself; to love himself.

Introduce the students' book, KEEP OUT! Let them have a chance to peruse it for a few minutes and explain any vocabulary that is unfamiliar to them. Do not read the book page by page! Let them discover its contents for themselves so that they will feel it is their own. Then write on the chalk board:

Each person is unique; like no one else.
Every person is important.
Each one of us has unlimited potential.

Tell students to think hard about themselves and list in KEEP OUT! on pages 3-5:

1) What they feel are their good points.
2) What they like about themselves.
3) What type of person they would like to strive to be.

Help them to realize that talents, skills, and interests should be listed as well as physical characteristics.

To show that every person is unique and important.

Reserve one bulletin board or area in the classroom for a "Friend of the Week" display. A different student would be featured each week: current picture, baby picture, school and art work, short autobiographical sketch (Teacher should be willing to help shy or inarticulate student write his by asking pertinant questions), age, birthday, birthplace, etc.

Have students discuss how they are different from their brothers and sisters (looks, talents, feelings, etc.)

To show that people have different interests.

Play game: Separate class into two teams. Each student on the first team writes on a tag an activity he likes; tag is pinned to his back. Each student on the second team is assigned to a member of the first and tries to guess his activity by asking questions that can be answered "yes" or "no". Example: Jim wears a tag that says BIKE RIDING. Jane asks, "Is it something you can do alone? Outside? Does it involve a machine? An animal?" etc. Have a time limit. When a person guesses the answer, he gets the tag. The team which gets the most cards wins. After both sides have had their turn, have class discuss the interests shown by the cards. Perhaps display them on the bulletin board.

Listen to and learn song, "These are a Few of my Favorite Things". Have class list in KEEP OUT! on page 6 things that make them feel good. Discuss and role play in groups some of them. (Included could be music, art, sports, hobbies, pets, reading, working in organizations such as Scouts, being with and talking with friends, working for own money, helping others.)
Discuss: Why do you enjoy doing these things? Do you like activities that challenge you physically, such as sports? Do you enjoy pastimes that stimulate the mind, such as reading and games? How can you tell if someone enjoys what he is doing? Do you enjoy sharing things you like to do with others? What are some activities that are more fun when done with friends? Write these on page 7 in KEEP OUT!

Divide class into small groups to discuss and then report back: How can you go about finding activities that you will like? (Try a lot of different things. Learn as much about them as you can, etc.)

To develop self-confidence through development of talent, creativity and skills.

Have class define talent and discuss what it means: (Innate ability to do something well: run fast, make friends, play an instrument.)
Define creativity:
(Ability to make or create something unique; write poetry, stories, make up songs or write music.)
Define skill:
(Development of ability. This can be learned.)

Have a class "Skill Day". Every student tells of a skill he possesses and demonstrates it if possible. (Each student should participate even if his skill is small.) If anyone has done something at home, i.e. painted a picture, won a ribbon, built a model airplane, sewn a skirt, have him bring it to school.

To show how to develop skills.

Discuss: Each individual has talents and abilities. How can using them wisely and developing your skills help you to feel good about yourself?
Have students list in KEEP OUT! on pages 4 and 5:
1) Abilities and skills he has.
2) Skills he would like to acquire.
(There may be some overlapping here of other lists.)
Discuss ways of acquiring skills and list on chart to be displayed in prominant place in the room:

IF YOU WANT TO LEARN TO DO SOMETHING YOU CAN

1) Look it up in books:
   - Encyclopedia
   - Dictionary
   - Science Books
   - How-to books on sports, art, etc.
2) Get help from teacher, coach, parent.
3) Ask friend to help you.
4) Experiment.
5) Practice.

Have class copy the above chart in KEEP OUT! on page 9.

Have each student choose a skill he would like to learn, research it, learn it, and demonstrate it to the class. Later on in the year, some recognition could be given to a student who shows a lot of improvement in his chosen skill: a ribbon, name listed in a special place in the room, etc.

Have class decide on a skill they would like to learn as a class and make a list of all the steps they would need to learn it. After learning it, they could demonstrate it to another sixth grade.

Take snapshots of individual students and the whole class learning new skills. Display in the room. This should help the students to be proud of the progress they have made.

Discuss: Why are some people good in many things? Lead students to the realization that they can apply the same principals to becoming proficient in different skills. If they are good in one thing, they can use transference to become good in another. Think through the reasons you do something well.

You do it often.
You like it.
You may do it often because you like it.
You may like it because you do it well.
You may do it well because you do it often.
You understand it.
Now, why don't you do well in math (or, so and so)?
You don't like it.
You don't like it because you don't do it well.
You don't do it well because you don't understand it.
Where can you get understanding?

Study the chart on learning skills above, (IF YOU WANT..) and decide what help you need.

Discuss: Who are some people who have achieved success because of a special ability or skill

they had? (Sports figures, musicians and generals will immediately come to mind; try to lead the class to think of others: writers, inventors, orators, etc.)

To help understand feelings caused by circumstances.

Discuss: There may be some things about outselves that we don't like. They may be physical things, i.e., freckles, having to wear glasses, smallness of statue in boys; or home or family circumstances, i.e. only one parent, not enough money to buy the things we want. These things can make us feel unworthy, but we need to find ways to accept the things we can't change. We need to decide what can be changed and how to do this.
Have students list in KEEP OUT! on pages 10 and 11:

1) Things I would like to change about myself.
2) How I can go about changing them.

Have a conference period each day. Students can sign up to talk individually with the teacher, in another room if possible. Stress would be on the teacher showing the student ways in which he can overcome his bad points and develop his assets. (More about that below.)

To learn how to achieve in spite of limitations.

Divide class into small discussion groups and have them talk about these concepts: One way people can accept and cope with their limitations is by concentrating on their assets and developing them. Each of us has good points. If you think you don't have any, talk it over with the group. Ask them to point out your good qualities to you. You may be surprised! (The teacher should guide the groups to the realization that, in addition to the obvious assets such a talent in art, skill in sports, or physical attractiveness, the ability to make people laugh, settle an argument, or to think of activities for younger brothers and sisters while taking care of them are also assets that deserve recognition. Many children, especially those from deprived homes, receive absolutely no recognition from anyone. The teacher may have to dig hard to find something the child does well, but if the class doesn't recognize it, she should find a way to share it with them. A big responsibility rests with the teacher to help her students see where their assets lie and to help them strengthen them.)

Have class make a composit list of people who have overcome handicaps and achieved success in spite of them. They can be famous, such as

Franklin D. Roosevelt, Helen Keller, or Jose Feliciano, locally known, such as the blind pianist on The Arthur Smith Show, the newscaster who is crippled, or members of their own families or neighborhood. Each student chooses one person to research or interview and gives a short written or oral report to the rest of the class. Photographs or sketches could accompany the report. Stress should be laid on the subject's determination not to let his handicap stand in his way, and/or how he turned a handicap into an asset.

To realize that we all have emotions and frustrations.

Make a list of feeling words on the chalk board. Have the students tell about times when they were happy, sad, angry, afraid, and worried. Discuss why they felt that way and what they could have done to change their mood. Role play:

Temper
Fear
Jealousy
A bad loser
A good loser
One student is feeling unhappy; another makes him feel better.

To learn to channel emotions constructively.

Discuss ways in which feelings can be hurt. (Being ridiculed, being left out of games, etc.) What a person can do to overcome those feelings. (Finding something else to do, talking it out.)
Discuss ways of expressing anger that do not hurt self or others.

Stress: To overcome jealousy, strive to do something well yourself.
Have the class read the book, The Dot and the Line by Norton Juster, and discuss. List all the interpretations on the chalk board.

Discuss learning how to take criticism and why it is sometimes necessary. What does "constructive criticism" mean? (If people criticize you for something you have or have not done, it means they care about you. When your mother nags you, she is really showing her concern. When a teacher criticizes your work, she is telling you that she cares and knows you can do better.)
Stress that criticism is often hard to take but that we can learn from it and should not be resentful.

Write "If you feel good about yourself, you will be more likely to recognize good in others." Have several students tell what they think this means.

Do they agree with the statement? Why or why not? Discuss ways we can show others we recognize their ability. (By complimenting them, asking them to help us, etc.) How can we help others to develop their talents?

Several times during the year have a "What Bugs Me" session. Students can have a chance to express legitimate gripes and minor irritations without the fear of being punished. Do not allow personal criticism directed toward any class member or other individual! After each session, say "Now, we've gotten that off our minds. Let's see what we can do to remedy the situation." Discuss solutions. It might be fun to record the gripe session and play it back later to see what progress has been made in solving the problems.

Have each student write a poem or haiku about feelings and illustrate. Display all of them. They may copy their own on page 13 in KEEP OUT!

UNIT TWO: COMMUNICATION

OBJECTIVES: To develop the ability to relate to and communicate with others; the desire to reach out to others. To accomplish meaningful friendships.

To learn to accept others as individuals.

Divide class into small groups and discuss these ideas: What is a friend? Give every student the chance to express his idea--his definition of a friend. What are some ways we can be friendly? (General). What are some specific things we can do to show someone we are his friend?
Good friends may not always agree on everything. Should you like and respect your friends even if you don't agree with everything they do? When class reassembles, have a report from each group with subsequent discussion. In KEEP OUT!, have students unscramble the jumbled letter slogan on page 19. Then have them make list of ways to be a good friend on page 15. (Make sure students realize that they can add to their personal lists or reassess their goals at any time. The booklet is to be used for measuring their own growth.)

Discuss how helping a friend with his classwork might benefit you both. Have a "Helping Board" where a student who has a skill or talent he'd like to share can sign his name and skill. Students needing help can check the board and get help. Students would arrange for the time themselves--during free time. After this has been in effect; rediscuss benefits from sharing knowledge and see if students have received satisfaction from helping others.

Have a "secret friend" week. Each student draws the name of another student, does not reveal his identity, but does nice things for him for a week. Student could bring things like a flower or a small item he has made; no fair buying things. He could write notes such as, "I saw the hit you made yesterday. Super good!" At the end of the week the friend reveals himself to the student whose name he drew.

Have the students do the hidden words puzzle on friendship on page 16 of KEEP OUT!

Have a "Friendship Corner" where students who are having a disagreement can go to talk over their problem. Limit the time to five minutes.

To learn to respect differences.	Discuss: Should we tease or make fun of anyone who is exceptionally tall or small, has big feet or talks with a different accent? Aim the discussion towards appreciating and understanding differences in other people.
To recognize that every person is important. Every person has good qualities.	Class plays "Guess Who?" Each student draws a name of another student and describes him, stressing his good traits. (Teacher must be able to point these out to students so she may have to do some homework on each child.) Stay away from obvious physical traits such as "the tallest boy" or the "reddest hair". The other students try to guess. Every correct guess rates one point and the student with the most points wins. This could also be played with the class divided into two teams. Then the students would draw the names of their own teammates and the other team would guess. Have students tell the class what their brothers and sisters do well.
To become aware of goodness in others.	Help students to see sacrifices made by parents, etc., by discussion and role play. Example: Mother may not want to leave children when she goes to work, but she does so because she wants to give them nice things. If your mother works and you get lonely when she's away, remember that she didn't want to leave you. How can you show love and appreciation to her? (By being good, not fussing with brothers and sisters while she's preparing dinner; by helping in some way--setting the table, etc.) Students role play ways to show appreciation. Discuss and/or role play: Students pretend they are their fathers, mothers, or guardian. Have them tell what they want for their families. Also, what they want each member of the family to accomplish. (Better school marks for sister, etc.) Have them discuss these goals with their families and report back if it opened up any areas of understanding or communication with their families. Discuss: Qualities I like in others. List in KEEP OUT! on page 17.
To develop communication skills.	Discuss: Do we really listen? Write on the board, "We need to hear what others are saying.. to listen with our heart, soul, mind, ears. We need to hear what the person is not saying."

Ask the class to tell what this means and to think about this the next time a person talks to them.
Role play: Small group of friends talking. One person just has to monopolize the conversation--butts in, does not listen so makes mistakes, repeats what others have said, etc. Help students see this as both comical and sad.

Write on the chalk board: "It irks me." "It bugs me." and "It is annoying." Ask the students what they think you are doing. When they guess that you are using different ways to say the same thing, divide the class into two teams. Put feeling words and slogans on the chalk board and let the students raise hands if they know of another way of saying them. List as many legitimate ways as possible. Keep score according to teams (one point for every correct answer). Hopefully, there will be multiple benefits: Pupils who don't ordinarily shine may be good at slang. Respecting differences in others and better communication through understanding should be developed.

To realize why we have a need to belong.

Discuss: All of us need to feel we "belong". How do we know when we belong? (We feel we are liked and respected by that particular group. We feel at home. We are happy with them, etc.)
Break up into small groups and discuss:
To whom do we want to belong?
- To ourselves?
- To parents?
- To friends?
- To the school?
- To the community?

What is meant by belonging to ourselves?
Each group should report back to class and share ideas.

Have students list on a piece of paper three or four:
1) Reasons they associate with their friends.
2) Ways they want to be like their friends.

Have them passed in unsigned. Teacher makes a composite list on the chalk board, putting a check beside a reason each time it is mentioned. The class discusses which are really important and which aren't.
In order to belong to a group, do you have to do everything the same way the others do?

To help in becoming independent.

Discuss: Should your wanting to be accepted make you do things you know are wrong?
Role play: The girls in a group to which you

would like to belong are making fun of a girl in your class because her clothes are not very nice. You know for a fact that her shirt is second hand. You would be very "in" for the moment if you revealed this information. What should you do? Is there anything you could say to point out the girl's good points?

Discuss: Not conforming to the group when you disagree with them is a form of strength. There are many ways you can show people you like them without going along with things you know are wrong.

Class should be well versed in role play by now. Have them make up role play situations involving good and bad alternatives to peer pressure.

Discuss: Is is important to be liked and accepted by everyone? (Bring up doing things that may not be wrong but that just don't "ring true" just for popularity's sake.) Example: Ted felt really good when Mike said to him, "You are the best artist in our class. I saw the mural you made for the Christmas Carnival and it was the best thing I've ever seen!" Two days later, he overheard Mike say to Kevin, "Coach showed me the posters you made for the basketball games. You are the best artist in the class!" Now, how did Ted feel? If Mike had been really sincere in his praise of his two friends, what could he have said?

Have students fill out pages 26 and 27 in KEEP OUT!

Write on the chalk board, "To thine own self be true." Ask: A lot of us have probably heard this saying but do we really know what it means? Divide into small groups and each group decide what it means and report back to the class. Discuss as a class: Why is it important for a person to set his own standards and live up to them? Why should he not be influenced too strongly by others? Have them paraphrase the slogan and enter it in KEEP OUT! on page 28.

UNIT THREE: DECISION MAKING AND RESPONSIBILITY

OBJECTIVES: To develop decision making ability. To develop a sense of responsibility toward self and others.

To develop the ability to think through decisions.

Define decision for class: A decision is a choice made from alternatives. It has consequences for the maker and sometimes for others as well.

To make a decision, one should weigh the good and bad points of each alternative. One way to do this is to make a list of each on a piece of paper and study them.

Example: You had to choose whether to join the school football team or one sponsored by a business. You would make two lists for each and they might go something like this:

SCHOOL TEAM

Ad.	Dis.
Most of the guys would be friends. Uniforms supplied by the school.	Wouldn't make many new friends. Might not get to play much; so many boys go out for the team.

BUSINESS TEAM

Ad.	Dis.
Would make lots new friends. Smaller team; more chance of playing.	Only half of uniform supplied; would need money for the rest.

Discuss: There are other ways of arriving at decisions. Have students tell about decisions they have made themselves, and the steps they used in making those decisions. Have students write down all the decisions they make in the next twenty-four hours.

To show that decisions can affect others.

The following day discuss these decisions. Decide which were important and which were less important. Which kind of decision is easiest to make? Why? Name a decision you made which helped someone. Name one which deprived a friend or member of your family of something. How did you feel after the last decision?

Using the technique of weighing advantages and disadvantages, let the class decide on a unit of study in science, history, etc., choosing

between two equally interesting alternatives. Help them to see that the decisions will affect each of the class members and to choose accordingly.

During the course of the year, let each student in the class make one important decision which will affect the entire class. Let him tell why and how he made it and let the class discuss the result of the decision. (The teacher should try to compliment each child in some way for his decision, in front of the class, for the object is for the students to gain experience and confidence in decision making.)

Have student list on a piece of paper the decisions their parents make for them. Then have them ask their parents why and how they made the decisions, and report back to the class. The class discusses what they can learn from the way others make decisions. (They should not get into an evaluation of whether their parents are right or wrong on particular decisions!)

To understand that decision making may be hard but must be faced.

Have class think about the hardest decision they as individuals ever made. Ask each student to list the circumstances and results on a piece of unsigned paper and then have the class discuss them. Talk about the need for making hard decisions, stressing:

1) Decision making is inevitable.
2) You have to face unpleasant and/or hard decisions. Trying to escape them just makes them worse.

Discuss: Why are escapes bad? What are some typical escapes? (Procrastination, not listening to parents or teachers, "forgetting", use of drugs and alcohol, etc.) Make a class chart on why escapes are bad using the suggestions below and others thought up by the class:

"ESCAPING" KEEPS US FROM

1) Making constructive decisions.
2) Doing things we should be doing
   - Helping at home
   - Schoolwork
   - Jobs.
3) Doing things we enjoy doing
   - Athletics
   - Creative endeavors--music, art, etc.
   - Working on a hobby
   - Reading
   - Being with friends.

Discuss: Sometimes life itself can be hard. We all love to have fun, but sometimes we have to do things we don't want to do. Sometimes we can't do everything we want to do. We just have to accept this and do the best we can.

To recognize the need for making responsible decisions.

Role play or discuss each of these situations:

1) A friend dares you to take something from the dime store. No one is looking.
2) You were supposed to take a paper home to be signed by a parent. You put it down in a neighbor's yard and it disappeared.
3) Someone dares you to smoke a cigarette. The other members of the group are all smoking.
4) You were mean to your sister. How can you make it up to her?
5) The teacher leaves questions for a test on her desk as she is called out of the room. You sit closest to her desk, and the kids around you want you to take a peek and tell them what is on the test. This might make you a "hero" for the moment with these kids.
6) How to say "no" in any bad situation. Students make up situations.

Discuss: Suppose you had to make a "high risk" decision. Consider for a moment what you think of as a high risk decision. (To go to the moon? To be a stock car driver?) Would you carefully weigh all the factors involved before taking a risk, or would you jump blindly in? Have class bring in examples of high risk decisions gleaned from the newspapers, T.V., or magazines. Have class discuss whether or not they would have done the same.

Discuss: Sooner or later each of us will have to make his own decision to try or not to try drugs. It will be our own decision. No one will make the decision for us.
Have each student silently ask himself the question, "Am I strong enough to make a decision on my own without any help from anyone else? Am I strong enough not to be influenced by another into making an unwise decision?"

To show how today's decisions may affect the future.

Have students study the life of a famous person. Have them pick from a list of people who have relevance for the children of today. Show how important decisions he made influenced his life.

Have the class pretend they are twenty five years old. Have them answer on a piece of paper:

What kind of work are you doing?
What are the duties of your job?
Are you married?
Have you any children?
Where do you live?
Did you go to college or vocational training school?
How did this help you get the job you have?
Do you like your work?
Are you participating in any outside activities or sports?
What kind of person are you?

Help students to see that decisions they make today will affect their future.
Have a bulletin board display of "Citizens of 1986." Students could write a make believe resume of their life at that time and these could be displayed.

To learn to discipline yourself.

Write on the chalk board: "Self discipline is the best discipline." Have the students discuss why. Have them go over what they have learned about making decisions: to list the pros and cons, to remember what we have learned about right and wrong, and to think about what we want to achieve. Ask, "Now, how can we apply these principals to self discipline?"
Give examples: Suppose you want to be a good drummer. How does that goal help you decide:

1) When to practice?
2) How to discipline yourself enough to do it?

Suppose you want to save enough money for a ten speed adult bike. How does this affect:

1) Any decision you make about spending your allowance?
2) Finding ways of earning money?
3) Disciplining yourself enough to keep a job?

Have students tell of incidents they know of where people have shown they cannot discipline themselves very well; (i.e. teenage cousin wants to lose weight but eats snacks and dessert, father says he wishes to quit smoking but always has to have a cigarette after dinner.) Role play several situations in which lack of self-discipline is shown.
Discuss: Self discipline is hard but it makes you feel good!

Have a newspaper carrier or an older student who

runs his own grass cutting business, babysitting service, etc. talk to the class about how he got his job. Have students look into ways they can earn their own money and how they will have to discipline themselves to do it.

Have the students role play the following story: Bill's mother had been letting him discipline himself as to when he would do his homework. He was in the sixth grade. After school, as she was handing him an apple, a glass of milk, and two cookies she asked, "Have you decided when you are going to do your homework today." "Oh yes", said Bill, "Right after I watch Star Trek at 3:30." "You know I don't particularly like for you to watch uneducational programs, Bill, but it's <u>your</u> decision. Just remember, you have Scouts after dinner", his mother replied. Just as Star Trek was going off the air, the phone rang. It was Bert, a friend who lived in the next block: "My dad just called from work. He can leave early today and he wants to take us out to the farm to ride the horses. We'll be gone until dinner time. Can you go?" Finish.

To understand that overindulgence can be harmful.

Discuss: What do we mean by the expression, "Too much of a good thing"?
What effects can these have:
Too much sun?
Too much candy?
Too much leisure time?

Discuss: One important measure of our ability to discipline ourselves is by how well we can control overindulgence.

To learn that giving up is a form of indulgence.

Discuss giving up. Why do people give up? How do you feel when you give up? Have the students discuss times they felt like giving up but didn't. What kept them going? Did the breaks seem to start coming your way just when you were about to give up? Sometimes a feeling of pride can give you just enough energy to keep on going. Discuss the spurt distance runners give at the end of a race.
Discuss the expression "The light at the end of the tunnel." What does this mean and how can it keep you going when you want to give up?

To develop a sense of responsibility.

Discuss: What is responsibility? How can we show others we are responsible?
1) By doing things before we are asked.

2) By searching out things to do for others and ourselves. By recognizing when something needs to be done, then doing it.
3) By always keeping a promise.
4) By always telling the truth.
5) By using fair play in games and sports.

In school we can show responsibility:
1) By leading group activities.
2) By planning class work and activities. (With guidance, students can do a good job. They will learn how hard it is not to overschedule or leave extra time; and to plan interesting, lively and realistic activities.)

How can you demonstrate your responsibility as a member of your family?
1) By doing household chores and homework before being asked.
2) If you want something special (mini-bike, sporting equipment, musical instrument, clothes, etc.) you can think of ways to earn money and then save for it.
3) If you have a pet, deciding what you can do to take care of it (train, housebreak, feed it) and then doing it.
4) By helping with a family trip (Carowinds Disney World, beach, etc.) by earning money, getting your own schedule in order, getting your own clothes and equipment ready.
5) By cooking meals, decorating your own room, sewing some of your own clothes, etc. When you do these things, making sure you plan carefully, learn to get good value for your money, accept responsibility for the results good-naturedly.
6) By accepting responsibility for your own behavior and for curfews when you have obtained permission from your parents or guardian to go somewhere or to participate in an activity.
7) By taking care of your own and family property.
8) By helping brothers and sisters make or learn a new skill.

Students can add to the above; make a chart for the classroom. Have them role play situations involving showing responsibility.

Have the class pick a day in which they are to show responsibility at home. Have them report

the next day on what they did and how it was received.

Have students fill out pages 22-24 in KEEP OUT!

Have each student think about a rule he made for himself and which he enforces himself. Ask: Where did you first get the idea for your rule? Would you recommend it to others? Why or why not?

To develop respect for laws.

Discuss: Laws are decisions made by others for our benefit. Respecting laws is a form of self-discipline. What might happen if:
People did not respect school rules?
People did not respect class rules?
Discuss the difference between play ground rules (safety oriented) and classroom rules (mostly for order so one can learn).
(Note: Students may get into challenging a law. You may want to anticipate this and be prepared for learning about ways of changing a law. You could discuss the difference between breaking laws because you don't believe in them and finding the proper channels through which to challenge them).

Discuss how rules at home can help the family get along better with one another.

Discuss how people who deliberately break school and community rules often try to influence others to do the same.
Why do they do this? (It makes them feel better. If someone asks you to "go along" when doing something wrong, it is because sharing in wrongdoing makes him feel less guilty.)

To understand that showing responsibility and self-discipline can be fun.

Discuss: Showing responsibility and self-discipline can be fun! It proves to ourselves and to others that we are growing up, becoming more mature. It is one way we can feel good about ourselves. Stress that even if no one else knows about a good decision or a responsible act, we can be proud of ourselves for it.

UNIT FOUR: WRAP UP ACTIVITIES

OBJECTIVE: To help pull together the ideas expressed in the other three units. To end the program on a positive note, involving each student in creative and introspective activities.

Have the students go through KEEP OUT!, filling in and adding to any pages they haven't completed before. Tell them to think back to their projections of the future and the class discussions and fill in page 29. Encourage them to keep their booklets and refer to them frequently.

Have class make posters (as a group or as individuals) using slogans that have special meaning for them, either some they have read or heard, or better yet, those they have composed themselves. They can hang the posters in the room, share some with other classes, or (with permission) place them in the hall or school lunchroom.

Students can also make slogan posters and cut them up for puzzles for others to assemble.

Have students compose riddles describing friendship, love, hate, etc. such as:

> I like many of the things you like. I understand when things go wrong. I would help you if you were in trouble. I accept you as you are. What am I? (A friend.)
>
> I make you feel good. I lift your spirits when you are low. I can be done alone or with others. What am I? (Something you like to do.)

Have class learn "Sing", a song made popular by The Carpenters. Discuss the philosophy of living a life that suits you rather than trying to be something you are not. The class can make up their own song using the same or related theme. This is a good time for real skill to be used, in the composition of lyrics and music and the accompaniment by guitarists or pianists to the class singing. The song can be performed for other classes and/or taped for future listening.

Have each student make a collage of himself (titled "Self Portrait"), using pictures and words cut from magazines, catalogues, etc. (These can be collected over a period of time.) Have each student explain his collage to the class. Display all of them in the room.

Private

No admittance

KEEP Out!

Stay out

this means you

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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KEEP OUT!

Prepared for the Sixth Graders
in the
Charlotte-Mecklenburg School System
by the
Drug Education Program Development
Committee
of the
Charlotte Junior League

Craig Cannon, Chairman
Judy Hill
Marge Kitterman
Ginny Wright

Illustrated by Tilda Brabson

This is **your** book. It is about you. You may or may not want to share its contents with anyone else. That is your decision. When writing in this book, be honest with yourself. Don't write what you think the teacher or your parents would like you to write. Fill it with **your** thoughts and feelings.

You may decide to share some of its secrets with a friend or the class, your teacher or parents. If you feel your parents don't understand you or that no one cares about you, you may want to share something of yourself with them. It just might help THEM discover what makes YOU tick! Have fun! We hope **you** will discover more more about **yourself** in the process.

Each person is unique;
like no one else.

Every person is important.

Each one of us has
unlimited potential.

We can

. . . enjoy things
no one else can.

. . . create things
no one else can.

. . . feel things
like no one else.

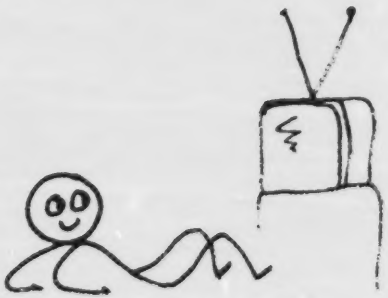
These are my good points . . .
my abilities and skills!

and I especially like these
things about myself . . .

I'd like to acquire these skills . . .

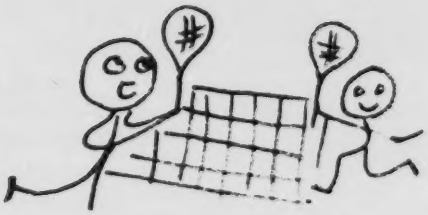
And I can strive to be . . .

A few of my **favorite**
things . . . pastimes . . .



but I really don't dig . . .

These activities are more
fun if done with a friend –



HAPPINESS ADDS

AND

MULTIPLIES

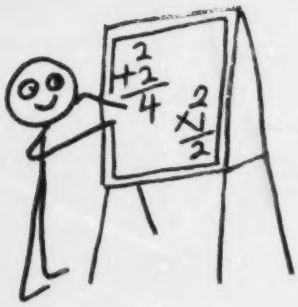
AS WE DIVIDE

IT

WITH OTHERS.

$1\overline{)4}\ 4$

$1 + 1 = 2$



$1\overline{)2}\ 2$

IF I WANT TO LEARN TO DO SOMETHING I CAN:

What bad traits do I need to work on?

Some of the things I can
do to **change** them!

To be happy we should concentrate on our assets, our best points, and expand them.

Do the most with what you have. Then, when you have done this, forget yourself and center your

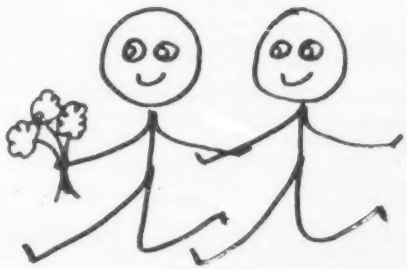
attention

on OTHERS.

My own feelings (poem) . . .

Give friendship, love and help without expecting anything in return ....

you will receive more than you give.



How can I be a better friend?

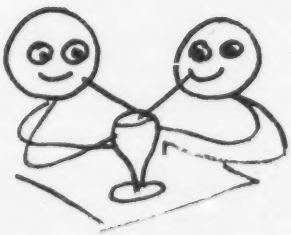
Friendship

c
a
n

be:

A T I L A U G H T E R Z P F B T
I L E O T I L N C G M O B G L F
B O G A W P C J Q H E L P Q F X
T Q C Z M X N F V A Y R M U D I
N J R A D W V C L P Z O N A B L
E W I F Y G O H K P W M T L G O
E U C S X B I R W I C U H S W V
D A B F M T A L K N E Y X T C E
G A I T Y M I G O E T N V J Q W
B H L E G N C T Z S Y F C E L D
H D O A B E I N G S I L L Y G T
X W G S P C D B E F L P Q J S H
R J N I X T I L W A O B R P O Z
G U T N H B V M P T N F D M X Y
P Y L G Q F O R G I V E N E S S

I like these things about my frienas . . .



but these things **really** turn me off . . .

Can you figure this out?

OVEL SI

OTN EOLV

ITNUL

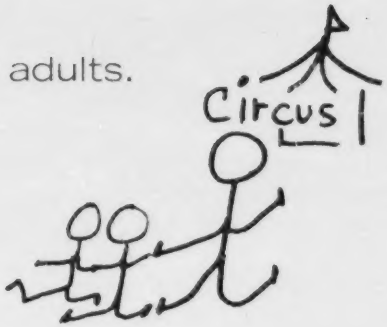
OUY EVGI

TI

YAAW.

Sometimes adults really
bug me because . . .

But I do admire some adults.



Why?

Do I get along pretty well with my mom and dad or other adults I live with?

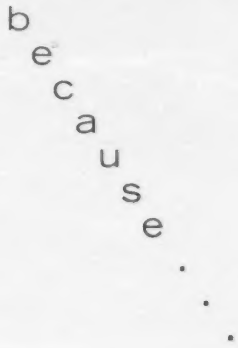
Well, sometimes I could . . .

to have more understanding of them.

Oh yes – brothers and sisters. We get along pretty well

or

we don't get along pretty well



What could I do—or say—to get along better with them?

Look for the

BEST

in everyone

you meet . . .

There is always

something

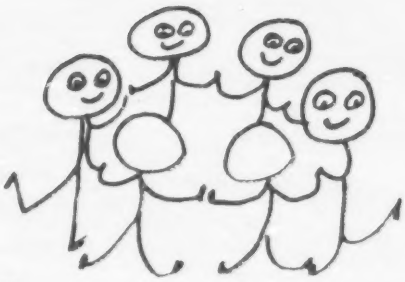
there!

Am I influenced by my friends?

Why?

When do I have to rely on my own best judgement?

Is it important that I be liked by everyone?



Paraphrase:

To thine own
self
be true.

What does it mean to me?

LIFE

how do I intend to live mine?

I could . . .

. . . to make this ole' world happier.

THAT'S ME!